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ABSTRACT

Guidelines are offered to serve as a practical, adaptable model for implementation of a search, screening, and identification process for students eligible for Gifted and Talented Education (GATE) in California. The guidelines cover: catgories of identification; appropriate grade levels for identification; general procedures for search and screening; determining eligibility and notifying the school and parents; and procedures for transfer students. Appendices offer: a flow chart which graphically presents search, assessment, identification, and placement procedures; referral forms; ability checklists; a parent authorization for assessment form; admission forms; notification forms; and a list of procedures/instruments. A bibliography of 66 items is included. (JDD)

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ASSESSING AND IDENTIFYING STUDENTS FOR GIFTED AND TALENTED PROGRAMS:

Recommended Procedures

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THIS BOOK HAS BEEN DEVELOPED TO SERVE THE FOLLOWING PURPOSES:

- To inform professional educators of the general guidelines/principles to be considered in planning and developing an identification process for gifted and talented students.
- To suggest procedures for school districts to fully implement the identification categories as listed in Assembly Bill 474.
- To present an identification process which is the result of a composite of information from multiple sources of evidence.
- To assist districts in the development of criteria for identification which lead to appropriate educational placement based on the needs of identified students.
- To demonstrate the interest of the California Association for the Gifted (CAG) in supporting high quality appropriate educational services for gifted and talented students.

Assessing and Identifying Students

for

Gifted and Talented Programs:

Recommended Procedures

California Association for the Gifted
1990

FOREWORD

This publication has been prepared as a guideline by which districts may develop criteria and procedures for identification. It is not intended as a comprehensive report covering all aspects of giftedness and assessment. It is intended to serve as a practical/adaptable model for implementation of a search, screening and identification process.

An identification program for gifted and talented individuals must be based on a consensus of the characteristics and multiple indices which give evidence of giftedness. This consensus should stem from the literature and research. Questions about instructional strategies, content, and materials should not supersede the formulation of concepts of giftedness or a diagnostic procedure.

Recent researchers offer an expanded description of giftedness. This translates into a broader range of possible categories for identification and the need for districts to devise processes which appropriately assess a wide range of abilities among children who come from broadly diverse language, socioeconomic, and cultural backgrounds. A search of the literature and a review of the research as well as a survey of practices nationwide preceded preparation of this document.

Members of CAG – parents, educators, and psychologists – provided suggestions and editing assistance. Much appreciation is due to Linda Calvin, Carol Genrich, Ana Mata, and Margarita Hoyos for advice and information concerning various pertinent issues in this publication. Special thank-yous go to Sharon Mountford, Janet Ward, Jody Hess, Ron Fontaine, Gloria Burns, Kaz Tanaka and other editors who assisted with this CAG publication. Linda Forsyth and other members of the State Department of Education team provided valuable suggestions and a sampling of current practices which reflect state law and regulations for gifted and talented education.

It is hoped that this guide will be used with flexibility to improve and refine the identification process for gifted and talented students in California.

Sheila Smith, Chairperson
Inquiry Committee on Identification

and
Committee members:
Sylvia Dean
Sandra Kaplan
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Claudia Spelman

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I. INTRODUCTION

AB 474 (Lempert) reinstated the Education Code Sections governing Gifted and Talented Education on October 19, 1989. The code provides for the identification of gifted and talented students by individual school districts in a variety of ways.

Section 52202 of the code states that:

> ...The demonstrated or potential abilities that give evidence of high performance capability shall be defined by each school district governing board in accordance with regulations established by the Board of Education. Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education pursuant to Section 52203. Each governing board shall also consider identifying as gifted or talented any pupil who has transferred from a district in which he or she was identified as a gifted or talented pupil.

> Title 5A, Section 3820 of the California Administrative Code requires districts to ensure the identification of [gifted] pupils who possess a capacity for excellence *far beyond that of their chronological peers,* and whose extraordinary capacities require special services and programs. The pupil's full range of capacities must be examined. There must be equal opportunity to be identified in the categories served and the district is charged with seeking methods to identify pupils from varying linguistic, economic, and cultural backgrounds.

The Legislature intends that special efforts be made to ensure that gifted/talented pupils from economically disadvantaged and varying cultural backgrounds be provided with full participation in GATE programs. Districts should provide inservice training for teachers and staff at all school sites on the goals of gifted programs, the characteristics of gifted pupils, the categories of giftedness served in the district, and the service options offered by the district.

The district should establish an active search effort which is an ongoing process. The following background information and recommendations will serve as a model for implementation of a search, screening, and identification process.

II. BACKGROUND

Search, screening, and identification of students provides the foundation of a program for gifted and talented students. This process determines the necessary interventions and curricular and instructional modifications appropriate to the student's accelerated and expanded educational learning needs. It is clear from a search of the literature and research that a design for identifying gifted students must include a composite of information which will indicate a profile of a student's range of abilities and talents. A comprehensive identification program should provide the following:

- Evidence that students demonstrate extraordinary ability in relationship to their age-level peers
- Evidence of the range of capabilities and needs
- Processes which measure potential as well as achievement
- Methods that seek out and identify students from varying linguistic, economic, and cultural backgrounds, and special populations
- Implications for educational planning

Pertinent evidence as to a student's capacity for excellence or extraordinary performance far beyond that of age-level peers should form a composite of data. The following considerations should be included when appropriate:

- observations by teachers and/or specialists
- school, class, and individual records
- analyses of group and individual tests* (including a summary and analysis by credentialed school psychologists)
- research-based checklists of behaviors, questionnaires, and interviews (teacher, parent, and others)
  Parent and teacher referral forms should list characteristics of gifted students and behaviors that are visible in the home and community as well as in school settings.
- portfolios, audition reports, and collections of student products
- studies of the factors contributing to a pupil's underachievement, which might result from handicapping or disadvantaged conditions
- a review of economic, linguistic, and cultural considerations.

To determine the full range of a student's capability, a person recognized as an expert in gifted education and an individual who has in-depth understanding of the pupil's linguistic or cultural group must participate in the evaluation. With this participation, ability test results can be analyzed in depth to determine the student's range of capacities and cognitive strengths or weaknesses. Divergent responses may be analyzed as indicators of potential by professional educators with knowledge of giftedness and cultural/linguistic diversity.

** It should be recognized that ability tests may indicate areas of relative strengths and weaknesses. An analysis of the range of capacities, evident strengths, relative weaknesses, and divergent responses may provide additional indicators for educational needs. Most ability tests yield an overall index which is not, according to recent research, a necessarily strong predictor of global ability. However, professional analysis of the complete testing would provide useful indicators for determining a school program correlated with a student's educational needs.*

III. CATEGORIES OF IDENTIFICATION

Students who are identified as gifted and/or talented exhibit excellence or the capacity for excellence far beyond that of their chronological peers. They require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their ability. Students whose extraordinary abilities fall into one or more of the categories below may be considered for gifted and talented education identification.

A. MAJOR CATEGORIES OF IDENTIFICATION

1. **INTELLECTUAL ABILITY**
   Students whose general intellectual development is markedly advanced in relation to their chronological peers.

2. **HIGH ACHIEVEMENT**
   Students who consistently function at highly advanced levels in multiple academic areas.

3. **SPECIFIC ACADEMIC ABILITY**
   Students who consistently function at a highly advanced level in a single academic area.

4. **PERFORMING ARTS AND VISUAL ARTS ABILITY**
   Students who originate, perform, produce, or respond at exceptional levels in the arts, such as dance, music, voice, drama, drawing, painting, sculpture, or photography.

5. **CREATIVE ABILITY**
   Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.

6. **LEADERSHIP**
   Students who demonstrate the ability and readiness to inspire, guide, direct or influence others.

B. OTHER CATEGORIES OF IDENTIFICATION

Students with highly specific gifted or talented abilities not covered by the above categories. (This category must be reviewed by the State Department of Education before inclusion in any district identification plan.)

IV. APPROPRIATE GRADE LEVELS FOR IDENTIFICATION

A district should show the intent to serve students at all grade levels. (The plan of a K-12 district should provide for K-12 search, screening, and identification.) Search and screening procedures for identification in the Intellectual Ability category should be initiated at the earliest indication that a student referral is appropriate.

The district plan should include a compilation of data over a period of years for identification under the High Achievement or Specific Academic Ability categories. Therefore, identification would generally take place at or above the third grade.

District-established search, screening, and identification procedures should stem from programs which provide nurturing experiences in performing and visual arts. Opportunities for students to demonstrate their artistic talent should give staff indications of those students with exceptional talent. Identification would generally take place at or above the third grade.

Creativity and leadership ability should be nurtured throughout the school program, with staff trained to recognize creativity and leadership abilities. Identification would generally take place at or above the third grade.

V. GENERAL PROCEDURES

Identification of gifted and/or talented students for the major categories is accomplished through an assessment process which consists of four components:

- Search and referral
- Screening
- Committee review
- District verification

No single test, score, or measure should be the determining factor for identification. Students referred for identification should be provided with a multi-dimensional assessment in order to determine the range of abilities and the significance of cultural, linguistic, and socioeconomic backgrounds. Evidence should be gathered by an employee of the public school system. It should include, but not be limited to: a composite of test results (standardized, criterion-referenced, etc.); subjective indicators (teacher checklists, parent inventories, anecdotal records, etc.); and professional judgment by an expert in the given field. While judgment of experts who are not employed in the school system may be considered, test results from private sources should not be used other than as supplementary information for the evaluation of students who may be placed in gifted programs.

A. THE INITIAL SEARCH AND REFERRAL COMPONENT

1. SEARCH

The purpose of the search component of the assessment process is to develop an initial list of likely candidates. At all school sites the assessment should provide all students an equal opportunity for consideration.

The site administrator or designee should seek information to complete the search and screening process from teachers and staff, students, community, and parents at regularly scheduled intervals or as an ongoing process throughout the school year.

The search may be initiated through a committee review of performance and achievement, classroom surveys, sociograms, requests from parent or community referrals, self or peer nominations, or any other appropriate means.

2. REFERRAL

Districts should develop a referral form which reflects the district-designated criteria for identification. Forms should be available at school sites for use in referring students for screening.

B. SCREENING COMPONENT

The purpose of screening in the assessment process is to gather and analyze existing data to select candidates for consideration. Responsibility for conducting screening must be designated in the district plan. The district plan may provide for extended assessment or situational assessment which may allow a student to participate in an enriched program to provide an opportunity for planned formal evaluation.

1. SCREENING AND INSTRUCTIONAL PROGRAM FOR ABLE UNDERACHIEVING STUDENTS FROM DIVERSE BACKGROUNDS

The district plan should include screening for students in all grades who exhibit high levels of cognitive potential, but who are underachieving because of educational, cultural, linguistic, or socioeconomic factors.

2. SCREENING PROGRAM FOR PRIMARY GRADES K-2

Districts may provide a screening program in primary grades for students who exhibit extraordinary ability beyond their age/grade peers. Observation of students in an enriched program over a period of time may result in referral for gifted/talented identification.

3. STUDENTS ENROLLED IN SPECIAL EDUCATION PROGRAMS

The search and screening procedures for special education students are the same as those outlined in the general procedures. The district will provide equitable screening which includes consideration of the student's various learning needs.

4. **STUDENTS RECEIVING NEP, LEP, FEP* SERVICES**
   The search and screening procedures for NEP, LEP and FEP students are the same as those outlined in the general procedures. The district will provide equitable screening which includes consideration of the student's primary language and linguistic development.

** NEP refers to students who are Non-English Proficient, LEP is Limited-English Proficient, and FEP is Fluent-English Proficient, the final phase in the bilingual program.*

C. MINIMUM ELIGIBILITY CRITERIA

The following are the minimum recommended requirements for identification in the major categories.

***NOTE:** District eligibility requirements should include consideration of the student's primary language and linguistic development.*

***NOTE:** It is incumbent upon districts to review their own policies regarding testing. Group and individual intelligence/ability tests may be used only with prior parental permission. A designated committee should review and analyze the test results in combination with other data. The index (I.Q.) should not be weighted, used as a cut-off score, or used as a single, absolute indicator.*

1. **INTELLECTUAL ABILITY**
   a. Evidence of intellectual ability such as:
      - Superior abstract reasoning ability
      - Superior vocabulary
      - Indication of the potential for advanced academic performance
      - Accelerated rate of learning new tasks
      - Honors or recognition for outstanding accomplishments
      - Developmental potential
      - Evidence of the interaction of abilities;

      AND

   b. Analysis of a group ability test which indicates superior cognitive abilities;

      AND

   c. Analysis of an individually administered intelligence test which indicates superior abilities;

      AND

   d. Group or individual achievement test results which indicate a high level of performance;

      AND

   e. A pattern of advanced academic ability or an indication of the potential for such performance.

2. **HIGH ACHIEVEMENT**

In general, course credits granted by accredited private schools or out-of-district public schools may be accepted as screening data for the required grade point average for the High Achievement category.

Course credit from full-time or part-time attendance at non-accredited schools is determined according to district and state guidelines.

a. Several consecutive years of advanced achievement in multiple academic fields. This may be indicated in a variety of ways.
   1) A significantly high grade point average for the required consecutive years in multiple areas as evidenced by progress report card marks;
      AND/OR
   2) Achievement test scores that would indicate/predict performance in the gifted range for a combination of years;
      AND/OR
   3) A combination of 1 and 2 .

   AND

b. The results of an individually or group administered ability test obtained within the previous twelve-month period which indicate performance at least two years above grade level in multiple areas;

   AND

c. Recommendation from teachers or other professionals documenting the student's abilities.

3. **SPECIFIC ACADEMIC ABILITY**

In general, course credits granted by accredited private schools or out-of-district public schools may be accepted as screening data for the required grade point average for the Specific Academic Ability category.

Course credit from full-time or part-time attendance at non-accredited schools is determined according to district and state guidelines.

a. Evidence of at least three consecutive years of advanced achievement in one of the specific academic subjects: English, mathematics, science, social sciences, or foreign language.

   This may be indicated in the following ways:
   1) A significantly high grade point average for three consecutive years in any one of the identified areas;
      AND/OR
   2) Achievement test scores that would indicate/predict performance in the gifted range on district-administered tests for the previous three consecutive years;
      AND/OR
   3) A combination of 1 and 2.

   AND/OR

b. The results of individually or group administered ability tests obtained within the previous six-month period which indicate performance at least two years above grade level in the specific area;

   AND

c. Recommendations from teachers or other professionals documenting the student's abilities;

AND/OR

d. An analysis of student projects illustrating outstanding ability in the specific area. The district should make provision for the analysis of longitudinal data which might show rapid and marked increase in performance.

4. PERFORMING ARTS AND VISUAL ARTS ABILITY

a. Performing Arts Ability

1) Recommendations of eligibility made by at least two talent experts based on an evaluation of the student's audition/performance;

AND

2) Documentation of outstanding ability or the potential for such ability as evidenced by student and parent questionnaires;

AND

3) Recommendations by teachers or qualified professionals verifying the degree of excellence on a questionnaire of general and specific learning characteristics.

b. Visual Arts Ability

1) Recommendations of eligibility must be made by at least two talent experts based on an evaluation of the student's demonstration and portfolio;

AND

2) A self-assessment list indicating above-average overall rating on talent indicators for both the student's portfolio and the visual arts demonstration;

AND

3) Documentation of outstanding ability or the potential for such ability as evidenced by student and parent inventories;

AND

4) Recommendations by teachers verifying the degree of excellence, i.e., demonstration or videotape of student work with teacher's commentary.

5. CREATIVE ABILITY

Recommendation of eligibility in this category may stem from close observation and documentation of creative performance in other areas. Creativity should be integral to the total program. Identifications in this category may frequently lead to identification in multiple categories.

a. Analysis of personality inventory and checklists of creative behaviors;

AND/OR

b. Recommendations from teachers and other professionals;

AND

c. Observation of problem-solving in any of the content areas and/or categories of identification and/or in open-ended problem-solving situations;

AND/OR

d. An analysis of student projects, portfolios, etc. in a specific area.

6. **LEADERSHIP ABILITY**
   a. Recommendations of eligibility may be made by teachers or other professionals;
      AND
   b. An analysis of a student-designed project illustrating outstanding leadership: problem perception, group goal setting, utilization of group strengths, and problem solving;
      AND
   c. An analysis of peer checklists and student self-nomination inventories.

7. **OTHER CATEGORIES**
   A district must write a proposal and have it approved by the State Department of Education Office of Instruction, Gifted and Talented Education Programs, prior to instituting such an identification process. The proposal must include search, referral, and screening procedures, eligibility criteria, and program description.

VI. DETERMINING ELIGIBILITY

A. GENERAL PROCEDURES

Eligibility for participation in the Gifted and Talented Education Program should be determined as follows:

- The Identification and Placement Committee makes a recommendation based on its evaluation of the screening material.
- A Case Study is prepared. The Case Study is an organized compilation of data gathered through the search, referral, and screening processes, the report of the Identification and Placement Committee, and follow-up reports from individual assessments and talent experts, when appropriate. In each study, the information compiled must reflect consideration of the student's economic, linguistic, and cultural backgrounds.
- The designated district staff member coordinates the final determination of eligibility.

B. SPECIFIC PROCEDURES

1. **IDENTIFICATION AND PLACEMENT COMMITTEE RECOMMENDATIONS**
   The Identification and Placement Committee shall be comprised of the local school principal or designee, and a teacher and/or school psychologist familiar with the schoolwork of the student and characteristics of gifted and talented students. At least one member must have an in-depth understanding of the candidate's cultural/linguistic group. In the instance of candidates with disabilities, a representative with in-depth understanding of the disability should be included on the committee.
   In most instances, committee members perform their services independently; however, when there are differences of opinion regarding eligibility, the committee must meet as a group.

2. **COMMITTEE RESPONSIBILITIES**
   a. Summarizing the screening data.
   b. Analyzing the data and making recommendations for identification and placement.
   c. Obtaining parental permission after determination of eligibility, for the student to be placed in the Gifted and Talented Education Program.

C. NOTIFICATION PROCEDURES

After a final decision has been made regarding eligibility, the following occurs:

1. **SCHOOL NOTIFICATION**
   A copy of the Eligibility Report should be filed at the school and/or district office. Results of the assessment must be sent to the school.

2. **PARENT NOTIFICATION**
   a. If **eligibility** is determined, a district staff person explains the eligibility procedures and criteria, describes the local school and district program options, when appropriate, and **obtains written parental consent for participation or a written statement that consent is *not* given**.
   b. If **ineligibility** is determined, the district-designated person explains the decision and makes recommendations.

VII. TRANSFERRING STUDENTS

Students who have participated in Gifted and Talented programs in their previous districts must be considered for placement in existing programs in their new district.

A. REQUEST DOCUMENTATION

The designated school person requests documentation of identification from the sending school district. This includes both a statement of program participation or eligibility and the criteria used to establish eligibility.

B. REVIEW AND RECOMMEND

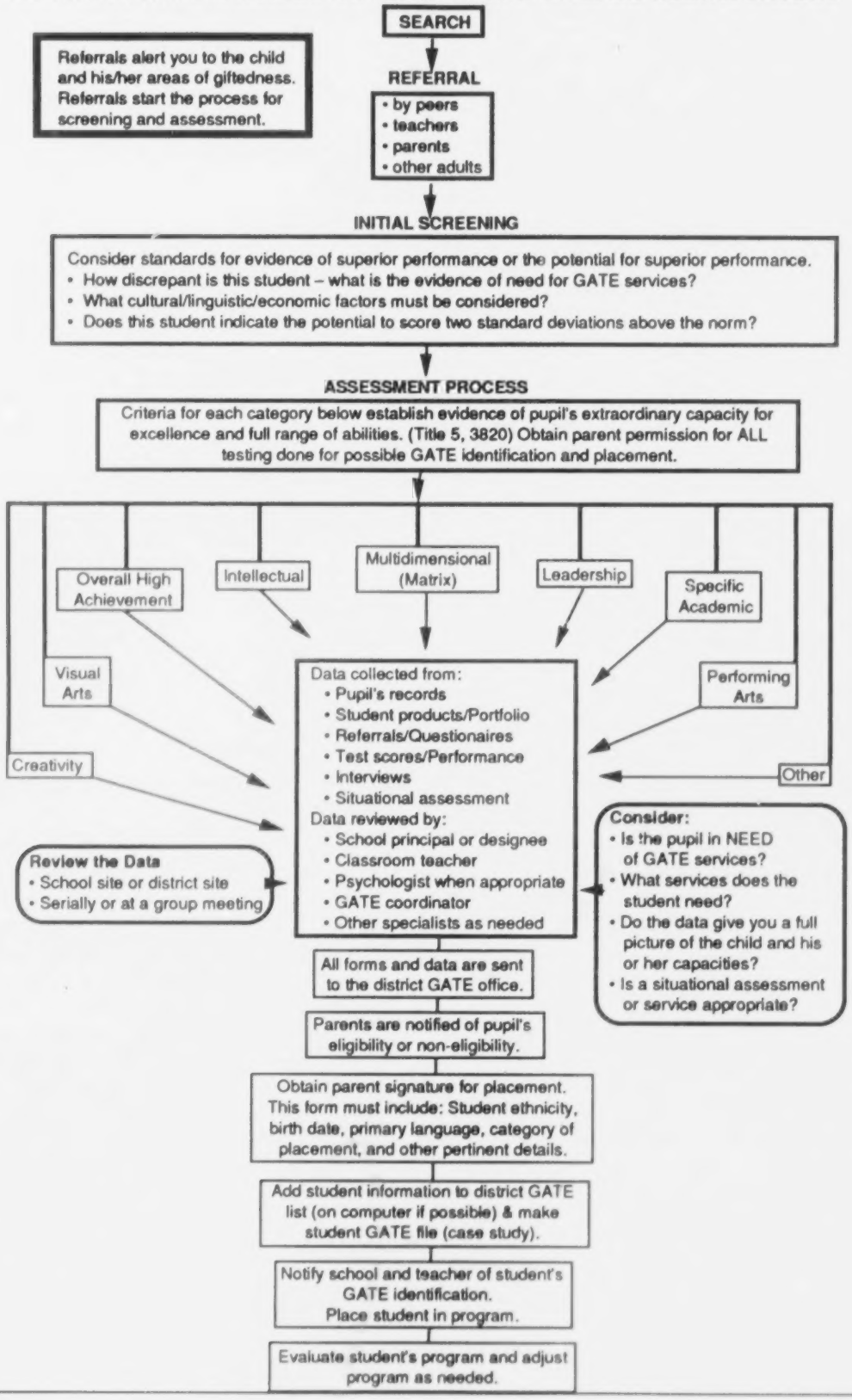
Data are summarized and recommendations are made by an Identification and Placement Committee based on a review of the existing documentation.

C. DETERMINE ELIGIBILITY

A designated district person or committee will compile a record of assessment and placement data. This record must also include parental permissions for additional assessment and placement in the program. In addition, the designated district person or committee will notify appropriate school personnel regarding recommendations for appropriate placement of this student.

When the committee recommends that a candidate is ineligible, a copy of the district's eligibility criteria should be provided to the parents.

FLOW CHART FOR THE ASSESSMENT AND IDENTIFICATION OF GIFTED AND TALENTED STUDENTS


SEARCH
Referrals alert you to the child and his/her areas of giftedness. Referrals start the process for screening and assessment.
REFERRAL
• by peers
• teachers
• parents
• other adults
INITIAL SCREENING
Consider standards for evidence of superior performance or the potential for superior performance.
• How discrepant is this student – what is the evidence of need for GATE services?
• What cultural/linguistic/economic factors must be considered?
• Does this student indicate the potential to score two standard deviations above the norm?
ASSESSMENT PROCESS
Criteria for each category below establish evidence of pupil's extraordinary capacity for excellence and full range of abilities. (Title 5, 3820) Obtain parent permission for ALL testing done for possible GATE identification and placement.
Overall High Achievement
Intellectual
Multidimensional (Matrix)
Leadership
Specific Academic
Visual Arts
Performing Arts
Creativity
Other
Data collected from:
• Pupil's records
• Student products/Portfolio
• Referrals/Questionaires
• Test scores/Performance
• Interviews
• Situational assessment
Data reviewed by:
• School principal or designee
• Classroom teacher
• Psychologist when appropriate
• GATE coordinator
• Other specialists as needed
Review the Data
• School site or district site
• Serially or at a group meeting
Consider:
• Is the pupil in NEED of GATE services?
• What services does the student need?
• Do the data give you a full picture of the child and his or her capacities?
• Is a situational assessment or service appropriate?
All forms and data are sent to the district GATE office.
Parents are notified of pupil's eligibility or non-eligibility.
Obtain parent signature for placement. This form must include: Student ethnicity, birth date, primary language, category of placement, and other pertinent details.
Add student information to district GATE list (on computer if possible) & make student GATE file (case study).
Notify school and teacher of student's GATE identification. Place student in program.
Evaluate student's program and adjust program as needed.

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REFERRAL FOR GIFTED AND TALENTED PROGRAM

Date _____

School _____ Grade _____

Teacher _____ Room # _____

Student _____

Birthdate _____ Age _____ Sex _____

Ethnic Designation _____ Primary Language _____

Parent's Name _____

Address _____

Home Phone _____ Work Phone _____

Referred by: _____ Teacher _____Parent _____Administrator_____Other _____

Principal's signature _____

Category for which student is being referred.

_____ Intellectually Gifted
_____ Specific Academic
_____ Performing Arts
_____ Leadership
_____ High Achievement
_____ Visual Arts
_____ Creativity
_____ Multidimensional

ACHIEVEMENT TEST INFORMATION

Please provide the following information for the past three consecutive years.

NAME OF TEST	GRADE	TOTAL READ %ILE	TOTAL LANG %ILE	TOTAL MATH %ILE	TOTAL BATTERY %ILE

SCREENING AND REFERRAL FORM

Pupil's Full Name _____ School _____ Date _____

Parent's Name _____ _____ _____
(Father's) (Mother's) Surname

Home Address _____ Home Phone _____

City and Zip code _____ Pupil's Birthdate _____

Teacher _____ Grade _____ Room # _____ Track _____
For year-round schools

Ethnic Background _____ Principal's Signature _____

PRIMARY LANGUAGE TEST SCORES (if available)

Date given	English	Other Language	Level

The underachieving gifted child may not perform in class
but intelligence or achievement tests may show unexpectedly high scores.

ACHIEVEMENT TEST DATA

Most recent achievement test scores (two years if available). Students who demonstrate many of the characteristics listed on the reverse side and have shown marked growth may qualify for assessment and placement.

Test	Date	Total math score		Total reading score	
		stanine	%ile	stanine	%ile

ABILITY TEST DATA

Test	Date	Grade when Tested	Composite SAI Full-scale Score	Verbal Score	Non-Verbal Score

School Study Team

Teacher's Signature Date Psychologist's Signature Date

Principal or Designee Date GATE Program Manager Date

Other Date Other Date

SCREENING AND REFERRAL FORM

Pupil's Full Name _____ School _____ Date _____

Parent's Name _____ _____ _____
(Father's) (Mother's) Surname

Home Address _____ Home Phone _____

City and Zip code _____ Pupil's Birthdate _____

Teacher _____ Grade _____ Room # _____ Track _____
For year-round schools

Ethnic Background _____ Principal's Signature _____

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Date given	English	Other Language	Level

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ABILITY TEST DATA

Test	Date	Grade when Tested	Composite SAI Full-scale Score	Verbal Score	Non-Verbal Score

School Study Team

Teacher's Signature Date Psychologist's Signature Date

Principal or Designee Date GATE Program Manager Date

Other Date Other Date

TEACHER CHECKLIST OF STUDENT BEHAVIOR

1. **Check items which apply:**
   - _____ shows high verbal fluency and advanced vocabulary (in dominant language)
   - _____ is alert and keenly observant
   - _____ asks penetrating questions (wants to know the "why" of things)
   - _____ may have extraordinary amounts of information in areas of interest
   - _____ demonstrates the potential to perform significantly above grade level
   - _____ is creative and inventive
   - _____ displays higher levels of thinking: sees relationships, perceives cause and effect, combines isolated bits of information into meaningful wholes

2. **Check any items which may apply:**
   - _____ has low self-esteem (perhaps related to unrealistically high expectations of self)
   - _____ emotional interference
   - _____ language (LEP/NEP)
   - _____ residential mobility
   - _____ indifference to classroom talk
   - _____ lack of self-direction
   - _____ extreme social direction
   - _____ physical disabilities
   - _____ cultural differences
   - _____ poor attendance
   - _____ lack of attention
   - _____ inability to make closure
   - _____ unstable home environment

Teacher comments:

Other pertinent information:

CREATIVE ABILITY CHECKLIST

Name _____ Birthdate _____

School _____ Grade _____ Date _____

Below are characteristics frequently shown by students with creative ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column.

	Seldom or never	Occasionally	To a considerable degree	Almost all of the time
1. Asks many and unusual questions which may be embarrassing, advanced or controversial; unaffected by peer criticism; high curiosity				
2. More impulsive and enthusiastic than others				
3. Displays a keen sense of humor and sees humor in situation others may not; a sense of the "absurd" (parody, cartooning, double entendre)				
4. Prefers variety and novelty in design, ideas, music, food, color, clothings, methods of solving an old or new problem				
5. Is self-disciplined in area of creativity; able to produce idea or product in set time limit				
6. Collects things, sometimes randomly, other times with a definite purpose; many hobbies (some long duration, but others short lived)				
7. Invents solutions to established problems; creates problems for which there are no apparent solutions				
8. Has broad knowledge background				
9. Assembles or disassembles mechanical objects with little or no training				
10. Shows greater tolerance for ambiguity and discomfort than others				
11. Shows emotional sensitivity				
12. Attributes inanimate objects with life-like qualities (a pencil that thinks); vivid imagination				
13. Has a richer fantasy life and greater involvement in daydreaming than others				
14. Leaves out steps; proceeds from A to Z in one jump				
15. Interrelates own experiences and draws on them spontaneously				
16. Has high asthetic values and judgment				
17. Appears forgetful, chaotic, and oblivious to time constraints (but within disorder there is a logic for the student)				
18. Is enthusiastic and suggests other ideas; is willing to overlook problems temporarily when confronted with a new solution				
19. Takes risks				
20. Critically examines authoritarian pronouncements				
21. Sees hidden meanings or cause and effect relationships that are not obvious				
22. Utilizes free time by making up games or other products				
23. Evidences awareness of classroom events and questions them				

TALENT IDENTIFICATION/COMMITTEE REVIEW

Name _____ Birthdate _____

School _____ Grade _____ Date _____

Particular Media or Talent _____

This form is to be completed by the members of the Reviewing Committee – Visual and Performing Arts. Characteristics under each category need to be evaluated in order to determine to what degree the student demonstrates those characteristics that are well beyond those of their chronological peers.

	LOW						HIGH
I. ABILITY IN VISUAL ARTS							
Demonstrates the ability to paint, sculpt, photograph, or arrange media in a non-perscribed manner that suggests unusual talent/creativity.	1	2	3	4	5	6	7
Can be very creative/imaginative in utilizing unrelated materials or forms in a unique manner.	1	2	3	4	5	6	7
Is sensitive to environment and demonstrates an unusually advanced understanding of the elements in the environment.	1	2	3	4	5	6	7
Can put depth, balance, proportion, and originality into art works and art activities beyond age level.	1	2	3	4	5	6	7
II. ABILITY IN PERFORMING ARTS							
Demonstrates the ability to create/perform in the areas of music/drama which suggests unusual talent.	1	2	3	4	5	6	7
Participates in a performing area and demonstrates unusually advanced proficiency/creativity.	1	2	3	4	5	6	7
Given an option, student will dramatize situations through dance, music , mime, or abstract form with unusually advanced skill.	1	2	3	4	5	6	7
Demonstrates an understanding of concepts, relationships, theories, or implications far beyond age level.	1	2	3	4	5	6	7

Elements reviewed for identification (portfolio, performance, videotape)

_____

Recommendations for identification and program

_____

_____

_____

Committee Members' signatures

_____

_____

LEADERSHIP OBSERVATION CHECKLIST

Name _____ Birthdate _____

School _____ Grade _____ Date _____

Below are characteristics frequently shown by students with leadership ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column.

	Seldom or never	Occasionally	To a considerable degree	Almost all of the time
PERSONAL TRAITS				
Takes initiative				
Takes the lead in group activities				
Influences the behavior of others				
Is sensitive to others' feelings				
Is self-confident				
Controls own emotions				
Respects rights of others				
Is a constructive member of a group				
Sets high standards for self				
Is respected by peers; others seek his/her ideas				
Is a risk taker				
Is energetic, enthusiastic, persevering				
Is responsible				
Has many new ideas or insights				
Is assertive				
Is diplomatic in group or peer relations				
Is organized				
Is flexible				

	Seldom or never	Occasionally	To a considerable degree	Almost all of the time
GROUP SKILLS				
Follows well				
Accepts responsibility				
Determines appropriate behavior				
Organizes others				
Directs activities				
Delegates responsibility				
Simulates actions				
Establishes the mood of the group				
Makes decisions in the best interest of the group				
Fosters team spirit				
Brings about group security				
Cooperates with others				
Works toward group goals				
Encourages the exercise of individual freedom				
Helps others				
Respects the ideas of others				
Copes with unpleasantness				

COGNITIVE SKILLS				
Knows what is going on				
Figures out what is wrong; shows others how to solve problems				
Handles abstract ideas and sees a broad perspective; sees whole while others focus on parts				
Projects into future, seeing consequences of decisions				
Communicates ideas clearly and concisely				
Learns from personal experience				
Gauges appropriateness of decisions, directions, or suggestions and timing for them				
Learns from the experiences of others				
Makes individuals feel needed and productive				
Exhibits empathy for others				
Allows for the exercise of individual freedom				
Controls situations				
Displays firmness with fairness				

PARENT CONSENT FOR ASSESSMENT OF STUDENT AS GIFTED/TALENTED

To the parent/guardian of:
Pupil's Name _____ Date _____

Your child has been referred as a candidate for identification as Gifted/Talented in the _____ category(ies).

A brief description of the categories and identification process is provided. Determine if you would like a continuation of the process and indicate your choice on the bottom of the page. Return the form to your child's teacher.

Su niño ha sido nombre como canidídato para que se le identifique como Dotado/Talentoso en la(s) _____ categoría(s).

Una Breve descripcíon de las categorías y del proceso de identificación es proporcionado al reverso de este documento. Por favor léalo con cuidado. Indique si usted desearía una continuación de dicho proceso y especifique su seleccion al pie de la pagína. Envíe la forma con su niño al maestro.

PLEASE COMPLETE AND RETURN TO YOUR CHILD'S TEACHER.
POR FAVOR LLENE LA FORMA Y REGRÉSELA CON SU NIÑO AL MAESTRO.

Pupil's Name _____ Pupil's Birthdate _____
School _____

_____ I consent to an assessment, which may include the administration of an individual intelligence test.
_____ *Doy mi consentimiento para una evaluacíon, que incluye la administracíon de una examen individual de inteligencia.*

_____ I do not consent to an assessment.
_____ *No doy mi consentimiento para una evaluación.*

Signature of Parent/Guardian *Firma del Padre/Tutor*	Relationship to Pupil *Relación al Alumno*	Date *Fecha*

GIFTED/TALENTED IDENTIFICATION INFORMATION

Gifted/Talented students are those who, by virtue of outstanding abilities, are capable of high performance.

IDENTIFICATION CATEGORIES

Students whose abilities are demonstrated in one or more of the categories below may be considered for the Gifted/Talented Program.

Intellectual Ability – Students whose general intellectual development is markedly advanced in relation to their chronological peers.

High Achievement – Students who consistently function at highly advanced levels in English/Reading/ESL, mathematics and one of the following academic areas: science, social sciences, or foreign language.

Specific Academic Ability – Students who consistently function at highly advanced levels in one of the following specific academic areas: English, mathematics, science, social sciences, or foreign language.

Performing Arts Ability – Students who originate, perform, produce or respond at exceptionally high levels in performing arts.

Visual Arts Ability – Students who originate, perform, produce, or respond at exceptionally high levels in visual arts.

IDENTIFICATION PROCESS

Identification is accomplished through an assessment process consisting of the following steps:

1. The school, through Search and Referral, develops an initial list of potential candidates.
2. The school administrator or designee screens students by collecting data from existing sources, such as the cumulative record and progress report card. When appropriate, an individual test or audition or demonstration may be required.
3. The local school Identification and Placement Committee makes recomendations regarding the eligibilty of the student.
4. A designated district staff member reviews all screening materials and makes a final determination regarding the student's eligibilty.

IDENTIFICADO COMO DOTADO/TALENTOSO

Los estudiantes Dotados/ Talentosos son aquellos que, debido a que sobresalen en sus destrezas, son capaces de un a provechamiento superior.

CATEGORIAS DE IDENTIFICACION

Los estudiantes que califiquen en uno o más de las categorías abajo mencionadas pueden ser considerados para los programas de Dotados/Talentosos.

Desarrollo Intelectual – Aquellos estudiantes cuyo desarrollo intelectual en general, está avanzado en relación cronológica a sus compañeros.

Aprovechamiento Superior – Aquellos estudiantes que continuamente funcionan a un nivel muy avanzado en inglés/ lectura, matemáticas y en una de la siguientes materias en areas académicas: ciencias, ciencias sociales o lenguaje.

Destrezas Académicas Específicas – Aquellos estudiantes que continuamente funcionan a nivel sumamente avanzado en una de las siguientes areas académicas específicas: inglés, matemátics, ciencias, ciencias sociales o lenguaje.

Destrezas en las Artes Dramáticas – Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en las artes dramáticas.

Destrezas en las Artes Visuales – Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en las artes visuales.

PROCESO DE IDENTIFICATION

La identificación de los estudiantes se lleva a cabo por medio de un proceso de evaluación que consiste de lo siguiente:

1. La escuela, por medio de la Oficina de Investigación y Referencia, inicia una lista de posibles candidatos.
2. El administrador escolar o persona designada clasifica a los estudiantes por medio de datos de recursos actuales, tales como el expediente escolar y la boleta de calificaciones. Cuando sea apropiado, se requerirá un examen, o una adición, o una demostracion indvidual.
3. El Comité de Identifcación y Asignatura de la escuela local hace la(s) recomendación(es) referente a la elegibilidad del estudiante.
4. Un miembro del persona del distrito es asignado para revisar todos los documentos clasificados y para hacer su determinación final respecto a la elegibilidad del estudiante.

REQUEST FOR PARENT AUTHORIZATION
ASSESSMENT PLAN – FOR GIFTED AND TALENTED

Pupil's Name _____ Pupil's Birthdate _____ Date _____

Home Address _____ Home Phone _____

City and Zip code _____ School _____ Grade _____

Your child has been referred to GATE for assistance in developing appropriate educational objectives for his/her school experience. The individual assessment proposed below will be done by appropriately qualified staff members to assist in determining your child's specific educational needs. The assessment may include pupil observation in group and/or individual testing for placement in the Program for Gifted and Talented.

_____ **ACADEMIC ACHIEVEMENT**
These tests measure current academic skills. Tests may include, but are not limited to: Peabody Individual Achievement Test, Wide Range Achievement Test, Comprehensive Test of Basic Skills, Developing Cognitive Abilities Test, SABE.

_____ **INTELLECTUAL DEVELOPMENT**
These tests measure how well an individual remembers what he/she has seen and heard, how well he/she can use that information, and how he/she solves problems. They also reflect learning rate and assist in predicting areas of relative strength in school subjects. Verbal and performance instruments are used as are appropriate. Tests may include, but are not limited to: Stanford Binet Intelligence Scale, Wechsler Tests of Intelligence, Leiter International Performance Scale, Slosson Intelligence Test, Otis-Lennon Intelligence Test.

_____ **OTHER**
These tests are specifically designed for unique student talents which cannot be effectively measured by the tests listed above. Tests may include, but are not limited to: Kranz Talent Identification Instrument, Ross Test of Higher Cognitive Processes, Torrance Scale of Creative Abilities.

The following professional(s) may be involved in the individual assessment outlined above.
_____ Psychologist _____ Program Coordinator _____ Teacher _____ Other (specify) _____

NOTE: Placement in the GATE program will be based on a composite of data.

PARENTAL CONSENT FOR PUPIL ASSESSMENT

If pupil speaks other than English at home, please indicate language _____ .
I authorize the use of a suitable interpreter or prerecorded tests in my child's primary language as appropriate.
I have received a Request for Parent Authorization to conduct pupil assessment for possible consideration for placement in the Program for Gifted and Talented Students. The box checked below indicates my decision.

❑ Yes, I give permission to conduct the assessment as described above and understand that assessment cannot begin until a copy of this form has been signed and returned.
❑ No, permission is denied.

_____
Parent / Legal Guardian / Adult Pupil / Person Acting as Parent (specify)

Testing Date(s) _____ Time(s) _____ Location _____
Date Returned or Date of Conference/Contact _____
Verified by _____

GATE ELIGIBILITY/PARTICIPATION

Date: _____ School: _____ Grad : _____

Dear Parents,

Your son/daughter, _____ participated in an assessment to determine eligibility for the Gifted and Talented Education program and is eligible in the following category(ies):

_____ Intellectually Gifted

_____ High Achievement

_____ Specific Academic

_____ Visual Arts

_____ Performing Arts

_____ Creativity

_____ Leadership

_____ Multidimensional

If you have any questions, please contact the GATE Coordinator.

ELIGIBILITY COMMITTEE

_____

Coordinator of GATE Date

_____

Psychologist/Coordinator Special Services Date

_____

Teacher Date

If you wish your child to participate in this program, please sign below, retain your copy, and return the other copies to the School District Office, **Attention: GATE Coordinator**

_____

Parent's Signature Date

ASSESSMENT REPORT

Student's Name _____ School _____ Date _____

Your son/daughter recently received an assessment as part of the process to determine eligibility for the GATE Program.

A review of testing indicates that in his/her ability range areas of strength include :

_____

_____

_____

_____

In addition to individual psychometric assessment, the identification process for the GATE Program includes teacher observations, achievement test results, and group ability test results. Based on the review of all available information, the following is recommended:

Student continue in regular classroom assignment _____

Student be placed in the GATE program _____

Please be advised that all students who receive the benefits of this evaluation process are considered capable pupils. Areas of strength should be emphasized in the student's educational program.

Principals are notified of the results of this assessment and instructional/educational directions are considered to serve individual student needs.

If you have any questions, please contact the GATE coordinator, teacher or principal.

COMMITTEE:

_____

Signature/Position Date

_____

Signature/Position Date

_____

Parent's Signature Date

MULTIPLE COPIES – RETURN SECOND COPY TO THE GATE OFFICE

IDENTIFICATION AND PLACEMENT COMMITTEE/DISTRICT ELIGIBILITY REPORT

Student _____ Grade _____
Last First

School _____ Birthdate _____

I. SUMMARY OF LOCAL SCHOOL SCREENING DATA

_____

_____

_____

_____

II. ELIGIBILITY RECOMMENDATION

❑ Eligible ❑ Intellectual ❑ High Achievement ❑ Specific Academics _____
Specify Area

❑ Visual Arts ❑ Performing Arts _____
Specify Area

❑ Ineligible. Discontinue Screening.

❑ Request individual assessment. (Obtain parent consent. Specify reason for referral.)

_____

III. IDENTIFICATION AND PLACEMENT COMMITTEE MEMBERS

_____

Administrator/Designee Date Teacher Date

_____

Parent Date Other Date

DO NOT WRITE BELOW THIS LINE

FOR OFFICE USE ONLY

SCHOOL PSYCHOLOGIST SUMMARY (when appropriate)

_____

_____

_____

DISTRICT DETERMINATION OF ELIGIBILITY

❑ The above student is eligible for participation in the Gifted/Talented program in the _____ category(ies).

❑ The above student is not eligible for participation in the Gifted/Talented program.

COMMENTS : _____

_____

_____

Signature and Title of District Personnel Date

SAMPLE LETTER

SCHOOL LETTERHEAD

Date:

Dear Parent :

We have concluded our screening procedures for the Gifted and Talented Education Program at your child's school. Although _____ did not meet the multiple criteria for inclusion in this program, we feel this process helps us better understand and plan for his/her educational needs.

We will continue to offer classroom enrichment to all our children at their particular level, and hope, in this way, to meet your child's education needs to the best of our ability.

If you have any further questions, please contact us. Thank you for your interest in this program.

Sincerely,

PROCEDURES/INSTRUMENTS

Assessment should be conducted by qualified school staff to determine specific educational needs. Any assessment must include a composite of information. The following list of procedures/instruments might be considered for use in an assessment.

INTELLECTUAL DEVELOPMENT (SCHOOL ABILITY POTENTIAL)

WISC-R, Stanford Binet, Leiter International Performance Scale, Slosson Intelligence Test, Otis-Lennon School Ability Test, Henmon-Nelson School Ability Test, California Test of Mental Maturity, KABC, Cognitive Abilities Test, SOI, TONI, SAGE.

ACADEMIC ACHIEVEMENT

Peabody Individual Achievement Test, Wide-Range Achievement Test, CTBS, SABE, Stanford Achievement Test, Iowa Tests of Basic Skills, a portfolio of student school work, tests in content areas, teacher observation, and pupil-self inventories.

OTHER CATEGORIES

Kranz Talent Identification Instrument, Ross Test of Higher Cognitive Processes, Torrance Scale Creative Abilities, Seashore Measures of Musical Talent, teacher observation checklists, pupil self-inventories, student portfolios, student performances, talent checklists/scales, juried art work, leadership checklists/scales, and auditions.

This list includes procedures/instruments that are frequently used in assessment practices. In no way should this listing be construed as an endorsement for any test/instrument. However, it is highly recommended that any assessment practice include multiple sources of information and longitudinal data. A committee should be designated to review assessment information/data and make recommendations.

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